



We will be courageous and inspire each other to excellence, shining in the light of Christ and making a positive impact in our world.

Subject Intent, Implementation and Impact: Early Reading and Phonics

Subject vision/rationale: "The more you read, the more things you will know. The more that you learn, the more places you'll go."

High-quality phonics teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text. Children need to acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension. At St Bernadette's we aim to encourage all children to be courageous and strive for excellence in everything that they do, including their early reading and phonics. Through the teaching of reading and phonics we intend to instil the love of reading and the confidence so that children can always reach their full potential.

Curriculum Drivers which underpin Early Reading and Phonics:

1. **Aspire:** In Early Reading and Phonics, we have a strong focus on language development to inspire children to use rich language throughout their progress in school. At St Bernadette's we model to children how they can see themselves as reader for pleasure and purpose.
2. **Courage:** In Early Reading and Phonics, all children are able to be courageous and succeed through daily taught phonics and early reading sessions. Children also have the opportunity to 'keep up' sessions so that no child feels that they are unable to access the same reading materials as their peers.
3. **Excellence:** In Early Reading and Phonics, it is instilled in children that we are all being taught at the same level therefore every child has the exposure and opportunity to achieve their full potential. We encourage children to achieve their mastery in reading by having three practise reading sessions a week which focus on the key elements in becoming a fluent and expressive reader; decoding, prosody and comprehension.

Subject Intent:

Early Reading and Phonics is mapped effectively across the school to ensure full coverage of the National Curriculum Programme of Study.

At KS1 pupils will be taught:

Phonics (Reading and Spelling)

At St Bernadette's, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the Little Wandle Letter and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they

move through school. As a result, all our children are able to tackle any unfamiliar words as they read. At St Bernadette's, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Comprehension

At St Bernadette's, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose. Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

Subject Implementation: Implementation

Foundations for phonics in Nursery

We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:

- sharing high-quality stories and poems
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language.

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the Little Wandle Letters and Sounds Revised expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily 'Keep-up' support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions three times a week

- We teach children to read through reading practice sessions three times a week.

These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children’s secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids on pages 11–20 of ‘Application of phonics to reading’
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

- Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
- Reading for pleasure books also go home for parents to share and read to children.
- We use the Little Wandle Letters and Sounds Revised parents’ resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Subject Impact:

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Assessment for learning is used:

- daily within class to identify children needing Keep-up support
- weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- by SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly Little Wandle Letters and Sounds Revised summative assessments.

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Expectations at our school

It is expected that children will have reached the following levels:

- Reception: 90%+ of children will be secure at Phase 4 by the end of Reception
- Year 1: 95%+ of children secure at Phase 5 by the end of Year One.
- Year 2: All children are secure at Phase 5 and have received continued 1-1 intervention if needed.

Ongoing support is given throughout KS2 to children who do not achieve expected outcomes at end of KS1.

Vocabulary and Subject non-negotiables:

Vocabulary in Early Reading and Phonics is introduced, revisited and reinforced over time so that children become confident and articulate as they progress throughout the curriculum.

For example Reception :

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> words with -s /s/ added at the end (hats sits) words ending -s /z/ (his) and with -s /z/ added at the end (bags) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations, in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> words with double letters longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> longer words, including those with double letters words with -s /z/ in the middle words with -es /z/ at the end words with -s /s/ and /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> CVCC CCVC CCCVC CCV CCVCC words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est longer words and compound words 	Review all taught so far

Challenge:

The curriculum factors in ways in which teachers can stretch and challenge more able or gifted pupils. Once children are secure in Phase 5 and have completed the Oxford Owl reading books they will then be able to access 'Accelerated Reading' which is used in KS2. Children completed small tests which then give them a reading age and a band which they can choose their own book from.

Accessibility to curriculum for LA/SEN:

Keep-up individual and group materials are used to support children at risk of falling behind.

Inspirational subject quote: "The more you read, the more things you will know. The more that you learn, the more places you'll go."

